**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

*The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.*

**Standard I.A Mission**

**Standard I.A.1**

*The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.*

Evidence of Meeting the Standard:

The mission statement of Modesto Junior College (MJC) articulates the institutional commitment to education through scholarship, innovation, and career preparation.

MJC is committed to transforming lives through programs and services informed by the latest scholarship of teaching and learning. We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf))

Modesto Junior College’s mission casts a vision of an institution dedicated to student success, learning, skills development, and employment by articulating the dedication to excellence in teaching and growing and maintaining an environment where students can thrive.  ([Student Success and Support Plan (SSSP](http://www.mjc.edu/governance/studentservicescouncil/documents/2015_2016_sssp.pdf)), [Student Equity Plan](http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf)) MJC’s mission embraces and reflects the mission for California Community Colleges that is laid out in California Education Code Section 66010.4(a). Primarily MJC offers academic and vocational instruction for students of all ages and preparations. This education is aimed at preparing students for transfer and to enter the workforce. To that end, MJC offers 79 degrees (AAT, AST, AA, AS) and 77 Certificates and Skills Recognitions ([MJC Instruction Website - Degrees](http://www.mjc.edu/instruction/degrees.php)). Of those degrees, certificates, and skills recognitions, 48 are Career Technical Education (CTE).

Through continuous cycles of assessment and review, the curriculum, learning outcomes at all levels, and program review offer the institution opportunity to evaluate instructional and support services while allowing for amendments and improvements. To keep relevant and current with the California Community College Chancellor’s Office (CCCCO) expectations with regard to Transfer Model Curricula (TMC), MJC has 36 finalized TMCs; 24 CCCCO approved Associate Degrees for Transfer (ADT); 3 ADTs pending approval; 16 of 19 similar majors are approved by CCCCO; 8 of 9 with no similar majors approved; 3 pending for “similar” majors. ([TMC Plan and Progress](http://www.mjc.edu/general/accreditation/tmc_plan_and_progress_updated_8_01_16_.pdf))  This ensures that students are offered broad access to relevant education in a variety of modalities. ([Substantive Change: Distance Education](http://www.mjc.edu/general/accreditation/de_sub_change_2016_js_updated.pdf), [Distance Education website](http://www.mjc.edu/governance/distanceedcommittee/index.php)) Our commitment to providing online education opportunities for students is evidenced by the MJC Distance Education Plan that has specific sections addressing Student and Faculty Support. The Plan offers design rubrics by which courses are initially evaluated ensuring that best practices are employed in the construction of the online course. ([Distance Education Plan: Appendix E](http://www.mjc.edu/general/accreditation/de_plan_appendix_e.pdf))

The last sentence of the mission states: “We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations …” As a federally designated Hispanic Serving Institution that is \_\_\_\_% Hispanic, the institution is responding to that portion of the mission and AB86 by opening a welcome center on the west campus for English Language Learners (ELL) students. ([ELLWC Webpage](http://www.mjc.edu/instruction/litlang/esl/ellwc.php)) This center facilitates testing, placement, informal advising, and workshops, while offering students a place of community on which to build their education. The Office of Instruction website indicates other ways in which MJC is responding to the needs of various constituency groups, particularly college classes in high schools and Community Education. ([Instruction Office Webpage](http://www.mjc.edu/instruction/office/), [MJC College Classes/High School Webpage](http://www.mjc.edu/instruction/highschool/), [Community Education Webpage](http://www.mjc.edu/instruction/commed/)) MJC offers the online modality to accommodate the learning preferences and expand access to our local service area and; MJC understands that online courses also serve to meet the needs of students outside of our district boundaries.

In 2015, Modesto Junior College reviewed and revised the mission statement to reflect the expanded educational opportunities afforded by the approved baccalaureate degree in respiratory care. ([Substantive Change: BA Respiratory Care](http://www.mjc.edu/general/accreditation/resp_care_sub_change_bt_js_final_1_2017.pdf)) MJC College Council recommended the revised mission statement on 4/11/2016 and was approved by the Yosemite Community College District (YCCD) Board of Trustees on 5/11/2016. ([Minutes - College Council 4/11/16](http://www.mjc.edu/general/accreditation/minutes_college_council_041116.pdf), [Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf)) On September 28, 2014, California Governor Jerry Brown signed SB 850 (Block) authorizing the Board of Governors of California's Community Colleges (BOG), in consultation with representatives of the California State University (CSU) and University of California (UC), to establish a statewide baccalaureate degree pilot program at no more than 15 California Community Colleges. ([SB 850](http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140SB850))The Modesto Junior College (MJC) administration and Respiratory Care Associate Degree Program faculty met and agreed to submit an application to pilot a baccalaureate degree in respiratory care. The Dean of Allied Health and Family and Consumer Sciences and program faculty met with the MJC Academic Senate and College Council; approval was unanimously received to proceed with the application. ([Minutes - Academic Senate 10/30/14](http://www.mjc.edu/general/accreditation/minutes_academic_senate_103014.pdf), [Minutes - College Council 10/27/14](http://www.mjc.edu/general/accreditation/minutes_college_council_102714pdf.pdf)) MJC submitted an application for the Baccalaureate Degree Pilot Program on December 19, 2014 and was announced as one of the 15 successful applicants on January 21, 2015. The Board of Governors (BOG) of the California Community College (CCC) system formally approved the pilot programs on March 17, 2015. MJC will be offering a baccalaureate program in respiratory care beginning the fall semester of 2017.

Analysis and Evaluation:

MJC’s Mission, Strategic Plan (approved in CC spring 2016), and Educational Master Plan, focus on student success in all of its manifestations. All programming, courses, curricula, degrees and certificates stem from these institutional plans and serve the intended student populations. The MJC mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials offered, and its commitment to student learning and student achievement.

**Standard I.A.2**

*The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.*

Evidence of Meeting the Standard:

Data and analysis is used to support decision-making for ongoing quality programming, effective student support, and timely workforce placement.  The hiring of two institutional researchers (find dates) exemplifies a renewed dedication to the utilization of data at all levels. As MJC works to close the equity gaps evident in courses, faculty and administration alike have taken a deep dive into course and program data. ([Student Equity Plan](http://www.mjc.edu/governance/studentservicescouncil/documents/student_equity_plan.pdf), [CUE Leaders Initiative](http://www.mjc.edu/general/accreditation/cue_leaders_initiative.pdf)) EP Systems are in place through assessments, program review, and periodic review of college processes, to continuously assess and improve the quality of student services and offerings. (eLumen results, Program Review Data, Council Evaluations, Minutes that discuss evaluations)

Institutional Research has reached new heights with the publically accessible IR page on the MJC website. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) Any and all stakeholders have the ability to access student success, retention, and completion data disaggregated by age, race, ethnicity, and gender. This data is utilized for the hiring prioritization process, equity purposes, course scheduling leading to degree attainment, and for continuous quality improvement at the course, program, department, and institutional level.

Analysis and Evaluation:

Continuous quality improvement requires regular assessment and ongoing conversation about assessment results. With the implementation of eLumen and also local sources of data (e.g. the institutional data dashboard), MJC is making strides toward being a data-driven, process-oriented institution. eLumen tracks assessment data at the course, program, department, service area, and institutional levels, linking progress to the level of individual students and assisting in the ongoing conversation to identify and rectify discrete skill gaps. (eLumen assessment data overview)

At the micro-level, individual faculty volunteers from every division are taking part in the CUE Equity Institute for Faculty and Deans, and the resulting changes at the course level facilitate change at a macro-level.

The approval of the baccalaureate degree, whose very proposal is grounded in data and evidence, signifies that MJC is utilizing data to make programmatic improvements. ([CCCCO approval letter](http://www.mjc.edu/general/accreditation/rc_program_approval_ltr_modesto.pdf), [BA sub change](http://www.mjc.edu/general/accreditation/resp_care_sub_change_bt_js_final_1_2017.pdf)) As curriculum for this degree has been developed and approved, assessments at both the local level and for external certifications have been embedded in the program. (Curriculum Committee minutes; link different CLOs)

The Annual Reports submitted to  ACCJC, the Resource Allocation Process, Faculty Hiring Prioritization, Scorecard presentations and other sources (see

list in chart) are indicators that our practices align with our mission. (link annual reports accjc, resource allocation process, faculty hiring prioritization)

**Standard I.A.3**

*The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.*

Evidence of Meeting the Standard:

Mission:

MJC is committed to transforming lives through educational programs and services informed by the latest scholarship of teaching and learning. MJC provides a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf))

The Mission Statement for MJC guides planning and decision making. The decision making document, *Engaging All Voices*, explicates how the decision making process connects to the mission. Resource allocations (whether physical plant, fiscal or human) stem from program review and follow the appropriate vetting and affirmation process. ([Minutes - Resource Allocation Council 1/13/17](http://www.mjc.edu/general/accreditation/rac_minutes_ielm_funding_011317.pdf), [IELM Funding Requests 2017](http://www.mjc.edu/general/accreditation/ielm_rac_expenditure_requests_2017.pdf) [2016-2017 IC Hiring prioritization](http://www.mjc.edu/governance/instructioncouncil/2016_2017_hiring_prioritization_document_april_2016.pdf)) All allocations must be justified as serving the mission. The mission is kept to the fore in communications via agendas, minutes, notes, and email. (Sample agendas from college council, deans cab, bbss division meeting agendas, weekly communication)   The planning, budgeting, hiring, and curricular design for the  baccalaureate program are rooted in the mission statement, for the degree was conceived in response to the great need for respiratory care in the central valley. (include notes from RCBP showing institutional set standards, and IEPI goals for baccalaureate program. Include BA annual plans, IC minutes from fall 2015 prioritizing hiring of resp. Care faculty)

Analysis and Evaluation:

The Mission statement is foundational to the plans and resulting processes at Modesto Junior College. While keeping the statement broad and and inclusive of programs, modalities, purposes, and the new challenge has been to include the baccalaureate. While the scope of the baccalaureate program is broader than what is traditionally the scope of Community Colleges, the MJC Mission Statement allows for this through a commitment to: “transform lives through programs and services” and “...provide a dynamic, innovative educational environment for the ever-changing populations and workforce needs of our regional community.”

The portions of the mission statement that address diverse populations, lifelong learning, and dynamic teaching (e.g. different modalities) guide the continual evolution and improvement of the DE/CE programs here at MJC. The Distance Education Plan connects the mission and vision of the Distance Education Committee with both institutional and district-wide mission and vision statements. ([Distance Education Plan 2012-2017](http://www.mjc.edu/general/accreditation/de_plan_2012_2017.pdf)) In the adoption of the DE plan, the participatory governance bodies approved the connections between the plan and the mission of the college.

**Standard I.A.4**

*The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.*

Evidence of Meeting the Standard:

The most recent affirmation of the Mission Statement was at the May 2016 Board of Trustees Meeting. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf)) Before the board meeting, the statement was reaffirmed through the participatory governance process outlined in Engaging All Voices ([Minutes - College Council 3/28/16](http://www.mjc.edu/general/accreditation/minutes_college_council_032816.pdf), [Minutes - College Council 4/11/16](http://www.mjc.edu/general/accreditation/minutes_college_council_041116.pdf)). Upon affirmation, the Mission statement is published in the annual college catalogue (<http://www.mjc.edu/instruction/catalog.php>), printed materials used for recruitment, meeting agendas, and it is posted in various places throughout the institution.

Analysis and Evaluation:

The mission is reviewed on a regular cycle when policies and procedures are reviewed. The most recent review of the mission statement was concerned with encompassing all of the modalities taught by MJC as well as being inclusive of the newly approved Baccalaureate in Respiratory Care. The last sentence of the mission statement, “We provide a dynamic, innovative, undergraduate, educational environment for the ever-changing populations and workforce needs of our regional community” enfolds all of those concerns. The affirmation of the statement followed the participatory governance process laid out in *Engaging All Voices*, and was affirmed by the Board of Trustees at the May 2016 meeting.

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**Standard I.B Assuring Academic Quality and Institutional Effectiveness**

**Standard I.B.1**

*The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.*

Evidence of Meeting the Standard:

Modesto Junior College has significantly invested in creating and maintaining a culture of continuous quality improvement with regard to helping students achieve their educational goals. Investment has taken the forms of people, events, professional development, and infrastructure to support outcomes of data gathering, academic, and institutional assessment. These investments culminate in reflective, substantive, and proactive dialogues across all disciplines and departments that lead to ongoing positive change for all areas that touch MJC students. For example, rich dialogue on the topics of disproportionate impact and equity gaps occurs at all levels of the institution at events such as the Great Teachers Retreat at Asilomar in 2015 and 2016 where there was professional development, small group discussions and action plans developed from attending faculty. ([Great Teacher Retreat 2015](http://www.mjc.edu/general/accreditation/documents/great_teacher_retreat_2015.pdf)) Each semester of the Friday before classes begin every semester, Modesto Junior College holds Institute Day, an event for the entire campus. Professional development on topics such as Implicit Bias, The Six Student Success Factors, and other timely topics lay the groundwork for conversations that extend into division and department meetings. ([Institute Day Spring 2016 activities](http://www.mjc.edu/general/accreditation/mjc_institute_day_f15.pdf))  Aside from the keynote speaker, there are informative breakout sessions on a wide range of topics to facilitate substantive dialogue about effective teaching, assessments, student success, and outcomes. Campus-wide discussions continue at division, department, and service area meetings, and as these discussions filter down to these levels, they become more detailed and relevant. (division and dept meeting agendas and minutes) In various participatory governance bodies, as detailed in MJC governance document, Engaging All Voices, campus leaders from all constituent groups engage in dialogue that leads to concrete outcomes for fostering student success including but not limited to the Student Success and Support Program Plan (SSSP) and MJC Student Equity Plan.

The college has engaged in dialogue specifically about understanding disaggregated data and allowing the data to lead us to questions for exploration and substantive change to improve student success. The Center for Urban Education has been working with the Deans and volunteer faculty to explore individual success and retention rates through disaggregated data to see where efforts need to be focused to close equity gaps. In addition to this very focused effort, the Basic Skills courses at MJC have been redesigned to better facilitate student learning and success. The developmental sequences in Math, English, and EL are more streamlined with a focus on STEM and non-STEM majors (in math). These disciplines are incorporating the best practices of accelerated learning, so students may reach their learning goals more efficiently. To support these efforts in data gathering, the Academic Senate has passed resolutions in support of Assessment (S16-D “Adoption of eLumen” and S16-F “Cycle of Assessment” found on senate website). There is ongoing dialogue about the Program Review Cycle and its component parts (First discussion 10/20/2016, Second discussion 12/1/2016 found on senate website). To further support these efforts, student services and faculty have engaged in productive dialogue about incoming student assessments that incorporate multiple measures to improve placement and completion of the developmental sequences.

These ongoing conversations facilitate a collective understanding of the meaning of evidence, data, and research used in evaluation of student learning. While discussions about data are becoming more frequent and faculty, staff and administrators are more at ease having discussions about the questions that arise from data, the institution is still in the process of normalizing these discussions. Data is regularly found in minutes, updates, on communications, and on the Data Dashboard. (college council minutes) With the development of the dashboard, any stakeholder has access to disaggregated data about programs, divisions, departments, programs, and courses. This publicly accessible page increases accountability and access to information, and this helps the conversation to continue in less formal venues. To develop faculty and staff skill at utilizing data, there have been trainings offered to teach how to use the various sites available (e.g. Launchboard, Data Unlocked, Data Mart, Burning Glass, MJC’s Data Dashboard). ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) The President, in order to facilitate conversation across the institution, holds regular meetings on each campus, Coffee and Conversation, meetings held on each campus, where a forum is provided to discuss various topics related to instruction, initiatives, and the institution. Also, the President sends out a regular electronic communication that often contributes to, or generates new, substantive discussions.

Faculty and administration are involved in the discussion of continuous and quality improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs. The Academic Senate had detailed discussion with regard to online teaching and learning culminating in the passage of S16-G “Resolution in Support of Adopting the OEI Rubric for Online Courses”. Foundationally, all faculty who teach online are trained through MJC’s master online teacher training program, modelled after the @One online training. When faculty participate in this semester-long training, there is both technical and pedagogical professional development, and faculty become certified upon completion.  There is an “Online Faculty Resources” page on the MJC website that is an always accessible source of assistance for faculty. ([Online Faculty Resources](http://www.mjc.edu/instruction/online/facultyresources.php)) When scheduling, faculty and deans have dialogue about success, retention, and completion rates to determine the scheduling of online courses. The hiring of two institutional researchers has empowered the discussion by providing more readily accessible data.

Analysis and Evaluation:

These comprehensive attempts by the institution to facilitate ongoing, effective dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement have over time contributed to a growing culture of continuous quality improvement. Current expectations are that conversations be undergirded with data, that we use data to justify any requests, and that assessment of these processes will result in process improvements for the future.

**Standard I.B.2**

*The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.*

Evidence of Meeting the Standard:

Instructional programs, degrees, certificates, and courses are created not only in response to community need but also in accordance with CCCCO established Associate Degrees for Transfer (and the C-ID that accompany each individual course). These guidelines agreed upon by faculty throughout the state and approved by the Academic Senate and the Chancellor’s office serve as a minimum guide for each course. Locally, content can be added to the C-ID minimum; however, content should not exceed recommended unit values to stay within the 60-unit associate degree. Locally, faculty are responsible for the development of curriculum, and it is approved by the Curriculum Committee then the Board of Trustees. ([Curriculum Committee Website](http://www.mjc.edu/governance/curriculum/)) A significant part of the process is the development and updating of Learning Outcomes at all levels for courses, degrees, certificates, and programs, and MJC has established learning outcomes for all of its courses, programs, degrees, and certificates. The Outcomes Assessment Workgroup works in conjunction with faculty to both establish and keep current learning outcomes, and these are assessed on a regular schedule posted on the Outcomes Assessment Workgroup page. ([OAW Workgroup Website](http://www.mjc.edu/instruction/outcomesassessment/workgroup.php))

The Outcomes Assessment Workgroup, a subcommittee of the Academic Senate, hosts a page on the MJC website. ([Outcomes Assessment Index](http://www.mjc.edu/instruction/outcomesassessment/index.php)) This resource is both comprehensive and user friendly, and the Student Learning Outcomes and Assessment Handbook (Fall 2013) can be found here. ([SLO Assessment Handbook 2013](http://www.mjc.edu/general/accreditation/slo_handbook_2013.pdf)) The Handbook defines learning outcomes at all levels, identifies who is responsible for facilitating the measurement of Learning Outcomes, defines how to assess Learning Outcomes, and offers instruction on how to close the assessment loop through productive dialogue. This manual reflects process up through Fall 2017, at which time the transition to eLumen will be complete, and outcomes data will be stored there. Definitions in the manual remain true and there is another website that instructs faculty how to use eLumen to archive assessment instruments, record outcome results, create reports for use in analysis of outcomes data, and soon there will be information about how to integrate these reports with program review.

Modesto Junior College’s Student Services Program Review Data is available on the research and Planning Website. ([IR Program Review Website](http://www.mjc.edu/general/research/programreview.php)) Like instructional programs, Student Services follows a 5-year review cycle and it includes assessment results in the various program reviews. ([Student Services Assessment Matrix 2013-2015](http://www.mjc.edu/general/accreditation/student_services_matrix.pdf)) This data represents the most recent as of January 2017; however, results are being updated in eLumen from this point and will be reported in eLumen from Spring 2017 forward. The following student services programs have program reviews and assessment data posted publicly:

* [CalWorks](http://mjc.edu/general/research/calworksoutcomes.pdf)
* [Career Development and Transfer Center](http://mjc.edu/general/research/careercenteroutcomes.pdf)
* [Counseling](http://mjc.edu/general/research/counselingoutcomes.pdf)
* [Disabled Student Programs (DSPS)](http://mjc.edu/general/research/disabledservicesoutcomes.pdf)
* [Enrollment Services](http://mjc.edu/general/research/enrollmentservicesoutcomes.pdf)
* [EOPS (Extended Opportunity Programs & Services)](http://mjc.edu/general/research/eopsoutcomes-1.pdf)
* [Health Services](http://mjc.edu/general/research/healthservicesoutcomes.pdf)
* [International Student Services](http://mjc.edu/general/research/internationalservices.pdf)
* [Library & Learning Centers](http://mjc.edu/general/research/libraryservicesoutcomes.pdf)
* [Student Development & Campus Life](http://mjc.edu/general/research/studentdevelopmentoutcomes.pdf)
* [Student Financial Services](http://mjc.edu/general/research/studentdevelopmentoutcomes.pdf)
* [TRIO](http://mjc.edu/general/research/trioservicesoutcomes1.pdf)
* Veterans Services

The migration from CurricuNet to eLumen will facilitate more thorough and comprehensive reporting of assessment data, analysis, and program review so this information is more available to the public.

By and large, the established policies and institutional processes that guide programs offered in DE/CE mode are the same. Some of the college divisions have their own curriculum committees that hear proposals for putting forward courses in the Distance Education modality while others rely on area expertise for that decision. If approved locally, those courses then go through the college-wide Curriculum Committee approval process, to the District Board, and then onto the State Chancellor’s Office for final approval. In addition, when new online instructors are trained to teach online, the first four weeks of their courses are reviewed by the Instructional Design Coordinator as well as by the faculty member’s dean. ([Distance Education Plan 2012-2017](http://www.mjc.edu/general/accreditation/de_plan_2012_2017.pdf))

The role of faculty is essential in the DE Program at MJC. The faculty contract stipulates that there be a full-time faculty Distance Education Coordinator. This faculty position establishes trust between online instructors. The faculty person in that role regularly attends the monthly Distance Education Coordinator’s meeting hosted by the California Community College State Chancellor’s office, where the latest information in online programs and online teaching strategies are shared. The Coordinator is also involved with the California’s Online Education Initiative (OEI), and helped craft the OEI Rubric, which is used to evaluate online courses for inclusion in the California Community College Online Course Exchange, i.e. courses that will be open to students who attend other colleges in the State. Through its Academic Senate, Modesto Junior College has adopted the OEI Rubric as its standard for preparing new online instructors to teach online. ([Academic Senate Resolution S16-G](http://www.mjc.edu/general/accreditation/academic_senate_resolution_s16_g.pdf)) In order to teach online, faculty can complete the MJC 12-week online academy or the equivalent through @One or an equivalent program. In this program, faculty review courses in their respective fields and discuss best strategies for teaching those courses.

In MJC’s Online Instruction program, as well as in the OEI Rubric that MJC has adopted for its training program, faculty are trained to embed anonymous student evaluations in their courses so they can use the feedback for a continuous cycle of improvement. As a result, many improvements have been made to the program structure as well as to individual online courses. To highlight a few, in the past the Online Instruction Certification Program would overlap with the regular semester start date. As a result, faculty were scrambling to organize their own courses as well as participate in the training. Faculty in the anonymous end-of-program survey of our Summer 2014 program had this to say, “The only suggestion I have is to try to avoid finalizing [sic] the course during the same week that a new semester starts.” Another wrote, “If having the course overlap with the first week of the next semester could be at all avoided, that would have been helpful; it was a challenge doing all of it at once.” Since then, we have adjusted our program so the training does not conflict with start or end dates during the regular semester.

Faculty have also made significant adjustments to their courses as the result of evaluation. For example, Rebecca Ganes, Professor of Psychology, received this suggestion, “I enjoyed the discussions. However, I feel like four replies are a bit much and also the ten likes. I say this because not everyone posts early and it sometimes was hard to complete my work while waiting for others to post. I believe two to three replies are a good amount.” As a result of this suggestion and others, the instructor now has students respond to two, rather than four, group members during discussions. However, she expects the responses to be more in depth to make up for the reduced number.

Similarly, Nita Gopal, Professor of English, uses a weekly journal entry to have students reflect on their progress and activities. One student wrote about the first week, “When I log in and see that there are 6+ updates for the day I panic and think I have missed a deadline or crucial information. The activities were nice. Not too hard, but there were more than I expected for the first week of school. I hope to adjust quickly and get on a strict schedule to help stay on track.” As a result, the instructor realized she may have been pushing the students too much the first week with her announcements and reminders. She writes, “In my exuberance to get to know my students, I was overdoing my announcements, and I wasn’t categorizing them or identifying the level of importance. Based on this thinking, I began to name my announcements as ‘Just for fun’ or ‘Watch this for fun,’ or ‘Just a little extra help on Week 2’ etc. That way, if students logged in after 48 hours and saw three ‘just for fun’ announcements, they would not stress that they had fallen behind”.

These are a small sample of the types of programmatic and course-level changes made at Modesto Junior College. The institution meets this standard with regard to the Baccalaureate degree. At this stage, MJC has developed CLOs around upper division respiratory care and general education courses, and they have been approved locally and by the state chancellor's office. Course, program and degree assessment will begin when classes begin to be offered.

Analysis and Evaluation:

Modesto Junior College continues to evolve as a data-driven, assessment oriented institution. Since the last accreditation visit, where the institution received recommendations with regard to assessment, concerted efforts have been made to construct more efficient assessment cycles and make the data more accessible and usable for faculty. This significant part of continuous quality improvement has been the consistent challenge at MJC: making sure that the analytical conversations take place and improvements result from the assessment process. In the last 2 years, the institution has purchased eLumen to assist with the collection, housing, analysis and reporting of assessment data and program review. This tool will keep all results in one place and has the capability to run reports that will help with the identification of specific groups who need attention and/or assistance to achieve their learning goals. As noted on the Program Review page, results of assessment and program review will be housed in eLumen by Spring 2017. ([IR Program Review Website](http://mjc.edu/general/research/programreview.php))

Disaggregated data plays into many improvements and reforms on campus. As mentioned earlier, the Center for Urban Education has coached both faculty and administration on the use of disaggregated data to make a difference with disproportionate impact in courses and offered strategies for making courses more friendly to student from impacted groups. The institution continues to work on further integrating data and assessments results into decision making processes and improvements.

**Standard I.B.3**

*The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.*

Evidence of Meeting the Standard:

Modesto Junior College has Institution Set Standards (ISS) put forth in the Student Success and Support Program (SSSP) and Student Equity Plans (SEP). On page 7 of the SEP, the methodology for the establishment of success rates and equity gaps is explained along with overarching themes and initiatives. ([Student Success and Equity Website](http://mjc.edu/governance/ssec/), [Success Initiatives](http://mjc.edu/governance/ssec/untitled.php)) On the Research and Planning site, there is a .pdf of the 2016-2017 Institutional Effectiveness Partnership Initiative (IEPI) goals and ISS. This 8-page document details ISS stating, “The successful course completion rate is defined as the percentage of for‐credit course enrollments where students have earned a grade of C or better. The table below shows a five‐year trend of MJC’ annual successful course completion rate. Overall rates of successful course completion rates show a trend averaging 67.0% during the past three academic years (2012-13 through 2014-15) and are expected to meet or exceed this rate in 2015-16. With the recent SSSP and Student Equity funding, the college has been building and developing strategies based on best practices and research that will reflect in students’ success in the near term and for future years. The 2015‐16 estimated course completion rate is 68% and preliminary goal for 2016-17 is 70%”. ([2016-2017 IEPI Goals](http://www.mjc.edu/general/accreditation/iepi_goals_mjc_2016_17.pdf))



As indicated in the mission, MJC offers the full undergraduate experience, therefore ISS have been established for the Respiratory Care Baccalaureate Program (RCBP) by faculty in conjunction with the RCBP Advisory Board (consult RCBP minutes). The substantive change report on the baccalaureate degree evidences not only internal discussions, but also it refers to the CoARC standards. Certification through this outside accrediting agency offers industry standard validation of the learning that occurs within the baccalaureate program. The program is not to the stage where results and benchmarks can be reported; however, the intention is to compare results to the ISS and use this as one component for programmatic improvement.

In 2014, the College established ISS for student achievement as part of the ACCJC annual report. Annual reports are filed with ACCJC that detail progress toward ISS. In 2016, the ISS for successful student course completion was 64.5%, and MJC exceeded that target with a completion rate for the fall 2015 semester of 66.51%. The ISS for student completion of degrees and certificates is 1195, and the institution exceeded that target with a completion number of 1354. The institution has disaggregated that larger target into degrees (990) and certificates (278), and the institution exceeded both targets with a number of 1051 degrees and 436 Certificates. ([ACCJC Annual Report 2016](http://www.mjc.edu/general/accreditation/2016_annual_report.pdf))

Data reports help programs, divisions and departments keep appraised of their progress as compared to the ISS. Processes such as program review and assessment also keep faculty informed of progress. Since these processes are at the heart of the continuous quality improvement at the college, the discussions that arise from these processes help programs, divisions, and departments make improvements so that ISS may be met.

Distance Education/Correspondence Education DE/CE ISS are not different from face to face. The distance education plan (p. 7-8) states the following:

Highlights from the California Community College Chancellor’s Office Distance Education Report, 2011:

The number of DE courses in the California Community College System nearly doubled in the five-year period between 2005-06 and 2009-10, from 21,414 to 40,038.

Forty percent of community colleges in the state system offer degrees and certificates that can be obtained exclusively through distance education (total 449 degrees) 8 MJC Distance Ed Plan - April 2012, Revised Dec 2013.

The top three areas rated as very important in the Chancellor’s Office 2011 DE Program Survey were (p. 19):

* Faculty training (80%)
* Curriculum development/approval (78.5%)
* Regular personal contact between student and faculty (77.5%)

The most important resource (as ranked in the 2011 Program Survey) related to developing DE courses and curriculum is the faculty’s own initiative (14%) followed at 13% by training provided by college staff.  As the number of students taking DE courses continues to grow over the next five years, the importance of closing the retention gap must become a priority of colleges (p. 29).

The last sentence states that the closing of the retention gap must become  a priority, and with the onset of equity initiatives success has been added to that priority list. MJC’s DE plan is set for revision in the next year, and discrete ISS with regard to DE courses will be established and communicated.

The Research and Planning office reports the data for the ACCJC Annual Report. ([IR Index](http://www.mjc.edu/general/research/index.php)) These reports lay out side-by-side the institutional set standards and the actual numbers attained by the institution for the year. The ACCJC Annual Report helpfully provides at a glance whether or not MJC is meeting its goals, and in the preparation and vetting of the report through the college participatory governance processes, MJC takes the opportunity to address successes and challenges that the data suggests.

Analysis and Evaluation:

Modesto Junior College is at varying degrees of progress throughout the institution with regard to maximizing the use of ISS. These measures provide easy access to talking points regarding progress against the standards, and with minimal adjustment of current practices and processes the institution can utilize this information more fully.

The Educational Master Plan offers framework where plans can be executed to help the institution reach these ISS. In the EMP, there is structure given so that conversations may systematically occur.

**Standard I.B.4**

*The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.*

Evidence of Meeting the Standard:

At Modesto Junior College (MJC), all initiatives and requests made to support student learning and achievement require the inclusion of equity data, assessment data, and justifications for how the initiatives/requests will improve results and close gaps. Program review is performed regularly, and the research and planning website has detailed information regarding Instruction and student services program review data. ([IR Program Review Website](http://mjc.edu/general/research/programreview.php)) Program review is the basic requirement to access any resource allocation awarded by the institution (e.g. IELM, Lottery Funds, Hiring Prioritization Requests, etc.). (link to requests/form/rubric used by RAC and link to hiring prioritization process) In addition to those sources of funding, it is notable that CTE/Perkins funding also requires reporting and acknowledgement of how allocated resources are improving programming, student learning, and student success and completion.

Requests by faculty and staff for professional development mini-grants from both Equity Funds and the Modesto Junior College Foundation require that there be data supporting the validity of the proposal and evidence that the proposed activity will support student learning and achievement. (link to Applications) Minutes from the Student Success and Equity Council (SSEC) reflect the range of proposals that have been submitted and which proposals were granted funds. (link minutes from equity site)

Broader institutional plans such as the Student Success and Support Program (SSSP) and Equity Plans, as well as the Basic Skills Plan incorporate assessment data into the larger plan. The Educational Master Plan’s Strategic Direction 4 is to “Serve as stewards of our resources and advance practices to improve and sustain institutional effectiveness in support of accountability.” (link EMP pdf) All of the activities and targets under that strategic direction require the utilization and incorporation of assessment data in the determination of successful, sustainable programming.

Data used for assessment and analysis is disaggregated to reflect factors of difference among students and to identify opportunities for improvement. Data sources include Basic Skills data, data from the Achieving the Dream Data Summit, Center for Urban Education data on Student Success, Retention and Completion, and the Data Dashboard on the research and planning website. (link to all evidentiary pieces)

Analysis and Evaluation:

With each iteration of the allocation processes, the institution through continuous quality improvement becomes more adept at the utilization of assessment data into the proposal and decision making process. Reflecting on the allocation processes, all require the usage of critical data points such as success rates, retention rates, completion rates, FTES/FTEF, FTES generation, and other programmatic items. With the rollout of the publicly accessible Data Dashboard, designed by the Research and Planning Office, all stakeholders of the Institution may access the following reports:

1. Student Equity and Success Rates by Ethnicity
2. Program Productivity Measures
3. Faculty by Program and Type
4. Programs and Success Measures
5. Enrollment Trend Reports
6. Course Completion Trend Reports

All of these items contribute to a holistic picture of how a program is responding to student learning needs, and these items, in conjunction with Assessment Data and Program Review, come together as justification for any allocation of resources (whether physical or monetary). (

**Standard I.B.5**

*The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.*

Evidence of Meeting the Standard:

Modesto Junior College (MJC) has a program review process in place that incorporates systematic, ongoing evaluation of programs and services using data on student learning and achievement, improvement planning, implementation, and reevaluation. ([Program Review Assessment Cycle](http://www.mjc.edu/general/accreditation/assessment_program_review_cycle_update_2017.pdf), [Outcomes Assessment Cycle](http://www.mjc.edu/instruction/outcomesassessment/cycle.php))

In spring of 2016, the MJC Academic Senate adopted a resolution S16-C Cycle of SLO Assessment and Program Review that supports the continuous cycle of assessment and improvement. Embedded in the Resolution are references to ACCJC standards 4.a.3, 4.a.16, and 1.c.3. ([Academic Senate Resolution S16-C](http://www.mjc.edu/general/accreditation/resolution_s16_c_cycle_of_slo_assessment_and_program_reviews_with_revisions_march_3_2015.pdf)) Budget development at MJC follows the flow of this graphic found on the Resource Allocation website. ([Budget Development & Resource Allocation Process](http://www.mjc.edu/general/accreditation/budgetdevelopprocess.pdf)) The district budget timeline is described on the Fiscal Services website, and the district allocation model is clearly laid out as well. ([District Budget Planning Timeline](http://www.mjc.edu/general/accreditation/budget_planning_timeline.pdf)) Being the larger of the two colleges in the district, MJC receives 87%  of the district’s FTES apportionment, 85% of funds restricted to college use, 58% of district allocations, and 58% of COLA. From these district allocations, the college budgeting process is set in motion and division, department, and program allocations are made based on program needs as expressed through program review and assessments. As illustrated in Engaging All Voices, the Resource Allocation Council (RAC) meets twice a month to allocate resources of the college based on these guiding principles:

RAC is committed to clearly communicating our processes and recommendations.  In the resource allocation process, we will ask the questions:

* Does it help students reach their educational goals?
* Is it reasonable?
* Is it allowable?
* Is it essential?
* Is it sustainable?

The direction of RAC is based on the following established guiding principles:

* We value stewardship and integrity in recognizing our fiduciary responsibilities to ensure financial stability.
* We take an institutional approach to decision-making.  Resource allocation recommendations are based on the following:
	1. Alignment to the college mission and goals
	2. Scholarship of teaching and learning
	3. Value to the community
	4. Budget assumptions, projections, and  scenarios
* We strategically allocate resources to strengthen learning and support services that improve student success.
* We are responsive to articulated college needs through a defined and documented process.
* We use relevant, well-defined, agreed-upon data in a consistent manner for decision-making.
* We are proactive in leveraging current resources, regardless of the fiscal climate.
* We operate under the established timelines.
* We regularly assess, refine, and communicate resource allocation processes.

([Governance and Planning Website](http://www.mjc.edu/governance/index.php), [Resource Allocation Council](http://www.mjc.edu/governance/rac/))

When conducting program review, specific data sets are required to be reported and analyzed, e.g. number of full time faculty, part time faculty, currency on assessment, currency on curriculum review, productivity, fill rates, retention rates, success rates, location and time of day analysis for all sections for the year. In this analysis, the department is asked not only to reflect on its own trends, but also to analyze in comparison to corresponding institutional trends. These types of analyses offer potential to discover strengths as well as opportunities for programmatic improvement. Based on these discoveries, resource requests are presented through program review.

The program review process is consistent for all programs regardless of delivery model (reference the Curriculum Review process that is same for all courses and programs regardless of delivery model).  Results of Program Review and some analytics are publicly available on the Research and Planning site so all constituent groups and stakeholders have access to this helpful information. ([IR Program Review Website](http://mjc.edu/general/research/programreview.php)) The usage of common data sets and having processes that begin with assessment and program review necessarily integrate planning and resource allocation.

The college does not have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode. The processes are similar to those for courses offered in traditional face-to-face mode, with the only difference being that during the approval process in the Curriculum Committee, course authors must fill out a Distance Ed Addendum for fully online and/or hybrid courses.

Analysis and Evaluation:

A reaffirmation of the College mission was accomplished through participatory governance processes and recommended to the Board of Trustees on May 11, 2016. ([Minutes - BOT 5/11/16](http://www.mjc.edu/general/accreditation/documents/minutes_bot_mission_051116.pdf)) Supporting this reaffirmation were expanding efforts in acceleration, exploration of student success and retention data, and program growth and development. Through the Great Teachers Retreats 2015 & 2016, the institution invested in professional development of faculty in the areas of acceleration and equity. (Great Teacher Retreat Agenda 2015, Great Teacher Retreat Agenda 2016) Further instruction on the interpretation of disaggregated student success and retention data has facilitated improvements in courses and programs across the institution. (BBSS Division Meeting Agenda, Lit & Lang Division Meeting Agenda \*Institute Day meeting\*, COR ENGL 45 & 100)



The institution has made great strides in the utilization of data in program review, assessment, planning and allocation of resources. Data is becoming more readily accessible all of the time with the assistance of the two institutional researchers working on the Research Office website. ([IR Index](http://www.mjc.edu/general/research/index.php)) They have created a robust site with information accessible at all times to all stakeholders, and this information can be disaggregated to a very granular level. This ready access to information supports the continued development of a culture of inquiry and data utilization.

**Standard I.B.6**

*The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.*

Evidence of Meeting the Standard:

There are several initiatives and plans that have given Modesto Junior College the avenue for disaggregating and analyzing learning data with regard to the various populations of students we serve. As a federally designated Hispanic Serving Institution, we collect data following our hispanic population; we collect Basic Skills data to support the BSI; both the SSSP and Equity Plans utilize collected data and disaggregate; the institution is part of the Achieving the Dream project where data utilization is a major emphasis; and the office of Research and Planning has created a Data Dashboard to disseminate disaggregated data to any interested constituent. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) Through these different initiatives and projects, trends are identified, analyzed, and plans are set in place to address noted gaps and needs.

The YCCD has created a position of Assistant Vice-Chancellor of Research to support the institution in its research efforts by coordinating and facilitating greater research projects. Both the district and the college have demonstrated ongoing commitment to the cultivation and utilization of reliable qualitative data.

When it comes to various subpopulations of students, the SSSP and Equity Plans offer the conclusions of a gap analysis that shows where equity gaps lie. The introduction to the Equity Plan states:

Target Groups: Modesto Junior College is committed to access, completion, and excellent education for all students in the service area. In the tables that follow, multiple population groups showed disproportionate impact when compared to the highest achieving reference group. Particular groups are targeted for this plan, based on percentage point gaps over multiple equity indicators.

Other populations that have disproportionate impact will be included in equity activities, but may not be primary target groups. Other populations with disproportionate impact may have a small number of students and will thus be included but not targeted.

The target groups identified for the 2014-2017 plan include:

Access: Hispanic, African American

Course Completion: African American, Hispanic students

ESL/Basic Skills Progression: African American, Hispanic students

Degree/Certificate Completion: Hispanic, African American students

Transfer: Hispanic, African American, and low income students

Plan Summary: Review of student equity data produced two overriding themes:

1) Building Capacity for Evidence-Based Change: Improved data collection, analysis and communication will lead to better informed faculty, staff and administrators and produce stronger evidence for decision making.

2) Understanding Student Population Needs: Student demographics at the college continue to change. Faculty, staff and administrators will better serve students if they understand how to interpret disparate student needs. Professional development will increase knowledge and skills to do so.

The identification of these themes led to embedded activities in every indicator to increase capacity at the college for improved data collection, increased understanding of the disparate needs of students and recognition of effective practices to address the findings. There is a particular focus on professional development, research, direct services to students, and working with experts in the field. (MJC Student Equity Plan, 6 <http://www.mjc.edu/governance/ssec/student_equity_plan_2015_2016_final.pdf>)

Throughout the body of the Student Equity Plan, key performance indicators (<http://www.mjc.edu/general/research/mjckpiframework2016.pdf>)  and targets are identified by which the institution will know that it has met the goal of reducing equity gaps. Continual analysis of disaggregated data is encouraged and the data is provided on the Research and Planning’s Equity Data page (<http://www.mjc.edu/general/research/equity.php>). All stakeholders have access to this data, and it is used at the departmental, course, and individual instructor level to improve the learning experience for students.

The institution continually focuses on improving success rates and closing equity gaps. As an example, the institution has invested in the Center for Urban Education’s Equity Institute for deans and faculty. This intensive one-semester training takes individual faculty through the analysis of their own equity data, identifying areas for improvement, studying ways to make their syllabi and classroom more accessible to varying student populations and results in the faculty submitting a final report after the training. (ask Flerida for information about faculty reflections on CUE)

At the Great Teachers Retreat, 2015 and 2016, all faculty were invited to participate in professional development that focused on equity, pedagogy, and learning to work with data effectively. In 2016, faculty explored data from their courses, including success, retention, and completion. One session focused particularly on success rates, and faculty were guided through an exercise in interpreting and analyzing data for their own courses (evidence: 2016 Agenda, speaker brochure, desired learning outcomes from retreat - ask Nancy, survey monkey results). Faculty were then invited to apply for the Center for Urban Education Equity Institute for the following academic year to gain further professional development refining skills at reducing equity gaps in the classroom.

The institution also has invested physical, human, and fiscal resources into the development of a Multicultural Center to provide a space for meetings, studying, mentoring, and workshops for disproportionately impacted groups as identified in the SSSP and Equity Plans. Also, to connect faculty, staff, and students with other groups in California Community Colleges, the institution has sponsored attendance to the A2Mend conferences (2015, 2016) in southern California (contact Equity Office to get a list of attendees). Both the Hispanic Education Conference and the African-American Education Conference, longstanding events that reach out to local potential students, have undergone changes due to feedback given and evidence from institutional research. As a way to reinforce institutional commitment to students, Student Success Hubs and Pathways Centers

Analysis and Evaluation:

Modesto Junior College has made great strides in the utilization of disaggregated data for the purposes of identifying disproportionately impacted and underserved groups. Resources have been allocated for professional development, physical space, and technology resources to support the closing of performance gaps. Disaggregated data was utilized in college wide charrettes in the developing the Strategic Plan and Educational Master Plan. Within these guiding documents are long-term, measurable strategies for continued improvement. (Data sets for EMP, data sets for Strategic Plan, College Council Minutes pending approval of the EMP on 2/27/17)





**Standard I.B.7**

*The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.*

Evidence of Meeting the Standard:

At a conceptual level, evaluation is built into the structure of institutional processes. The institutional governance document, Engaging all Voices, provides for annual evaluation of each council and the document itself. (EAV, RAC annual evaluation) Annual reaffirmation of guiding principles and processes for the governance councils is in Engaging All Voices and has been accomplished by some of the councils. In spring 2014, a comprehensive evaluation was performed (cite Brian Sanders survey), and in the resulting years, some councils have consistently conducted assessments (RAC, IC?, CC).

With regard to curriculum, instructional and student service programs, and fiscal matters, there are processes in place to evaluate their effectiveness. The curriculum committee website contains governing documents,curriculum review cycle, and training materials to support the continual development and review of curriculum. Embedded in this cycle is provision for development of course CID’s and transfer model curriculum. ([Curriculum Committee Website](http://www.mjc.edu/governance/curriculum/))



Analysis and Evaluation:

**Standard I.B.8**

*The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.*

Evidence of Meeting the Standard:

Results of assessment evaluation and activities are accessible to all stakeholders on the MJC Research and Planning Website. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) Discrete dashboards offer opportunity for information to be disaggregated and openly shared with the public.

For internal stakeholders, Modesto Junior College provides several forums where assessment and evaluation results may be communicated. As laid out in Engaging All Voices, each spring all councils participate in a self-assessment and have discussion within the councils about how to improve processes (minutes from RAC and other councils that have participated). There has been discussion of developing a standard form by which all governance councils evaluate their annual work; however, that has not been formally adopted.  In both the hiring prioritization process (Instruction Council) and IELM allocation (Resource Allocation Council), there have been several iterations of the process, and each time the process has gone out to constituent groups for review and improvement. (locate minutes in RAC, IC) There have been times set apart for discussion of assessment results, college planning, and evaluation of processes such as Institute Day, Program Review Parties, and Coffee and Conversation with the President. (find sessions to do with Program Review and Assessment, link to communications about past program review parties) When laying the foundation for the Educational Master Plan, the EMP Workgroup conducted a round of charrettes with each division. A campus wide survey followed which allowed internal stakeholders to prioritize the themes that emerged from the charrettes, and these became the 4 strategic goals we see in the Educational Master Plan. (dates for charrettes; links to any notes from EMP workgroup meetings; working drafts)

Analysis and Evaluation:

Modesto Junior College is maturing in its communication processes. The development of the data dashboard represents progress in the dissemination of evaluation and assessment results. The successful development of the Educational Master Plan 2017-2021 exemplifies the robust, process driven, and participatory evolution of measurable institutional goals and is evidence that the institution is developing its capability to incorporate stakeholder voices in long-term planning. Oncel adopted, the Educational Master Plan offers a framework and timeline with measurable targets to facilitate continuous communication and improvement.

**Standard I.B.9**

*The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.*

Evidence of Meeting the Standard:

Laid out in the leadership document, “Engaging All Voices”, is the framework for the Resource Allocation Council. This council responsibilities are College budget development; budgetary master planning, budgetary support of Student Learning Outcomes; and fiscal review of technology planning.  ([RAC Goals and Directions](http://www.mjc.edu/governance/rac/racgoals.php)) To accomplish their responsibilities, the council members established the following guiding principles by which they practice resource allocation. (Agenda - Resource Allocation Council 1/13/2017) The Instructional Equipment & Library Materials (IELM) allocation process exemplifies the utilization of program review, strategic goals, and institutional planning for resource allocation. Over three iterations, the IELM allocation process has been executed, assessed, and refined to better meet institutional needs. (Minutes for RAC refining IELM process) While Resource Allocation Council was cited as an example, other councils have studied and refined key processes as well (eg. IC Council hiring prioritization document and minutes)

Analysis and Evaluation:

This is an area where the institution is showing improvement but has not yet fully institutionalized the cycle of continuous quality improvement. Built into the Educational Master Plan 2017-2021 are elements specifically designed to promote process, assessment, and accountability. (EMP Gaant chart, EMP annual progress report template, Role of EMP workgroup)

**Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity**

**Standard I.C Institutional Integrity**

**Standard I.C.1**

*The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.*

Evidence of Meeting the Standard:

Modesto Junior College makes every effort to be current and transparent with information students need regarding the mission, learning outcomes, programs, and student support services. Two main points of information are the MJC Website and the College Catalogue (offered both in print and online). (link mjc.edu and <http://www.mjc.edu/instruction/catalog.php>)   To convey information regarding student success and degree programs, there are links at the bottom of the homepage to the Student Success Scorecard as well as the Associate Degree for Transfer site. (link/screenshot of hyperlinks/toggles can be inserted)  The Student Success Scorecard, housed at the CCCCO; offers student information broken down by demographic; it offers success and completion rates in the Basic Skills Courses; offers momentum points; offers information about transfer outcome; and a variety of CTE metrics. (<http://scorecard.cccco.edu/scorecardrates.aspx?CollegeID=592>) In addition to this data, information regarding student learning outcomes is accessible not only in CurricUNET, and course syllabi, but also as students are registering they can access CLOs in the “class search” feature in PiratesNet. (CLOs in PiratesNet) All of this information is informative and helpful as the institution strives to make data and information more accessible to all interested parties.

In addition to the Scorecard and ADT information, the Research and Planning Office has posted a data dashboard that offers a wealth of information about retention, success, and completion by course and programs. ([IR Dashboard](https://www.mjc.edu/general/research/dashboards/index.php)) This data is presented as trend data and can be compared to an institutional average so that those viewing the data understand departmental/programmatic performance in the context of the entire institution. The Research and Planning page also presents the institution’s Key Performance Indicators as well as the IEPI 2016-2017 Goals. (<http://www.mjc.edu/general/research/mjckpiframework2016.pdf>; <http://www.mjc.edu/general/research/iepigoalsmjc2016-17.pdf>)

Modesto Junior College (MJC) is one of fifteen California Community Colleges that will offer a bachelor's program in the California Community College System. Beginning in fall 2017, MJC will offer a Respiratory Care Baccalaureate Degree Program to a beginning cohort of 40 students. A new cohort will begin every Fall through 2021.The Baccalaureate degree in Respiratory Care has its own website under the Allied Health program and has an additional page where college degree programs are outlined..(<http://www.mjc.edu/instruction/alliedhealth/rcp/bachelordegree/index.php>) This presents information to prospective students about program requirements, the application process, coursework, employment statistics, and costs for the program. (<http://www.mjc.edu/instruction/alliedhealth/rcp/>). Contact information for both classified support, student counseling, and the program director are listed prominently so that questions may be addressed in a timely manner.

The baccalaureate degree program provides student support in several areas as detailed in the substantive change report to the commission dated 12/15/2016. For example:

Counseling: “Counselors and dedicated respiratory care faculty advisors will be assigned to students enrolled in the Respiratory Care Baccalaureate Degree Program. These counselors will work with the students by reviewing program graduation requirements and the results of the degree audit report. Students entering the program with course deficiencies will be advised on appropriate steps to meeting those deficiencies. Students enter the program as a cohort, thus semester-by-semester course work is pre-established. As such, counselors work with students to develop individual education plans that incorporate these courses and any other courses the student needs to meet program graduate requirements.” (resp care subchange 2016)

Follow Up Services: “The college has the Early Alert system in place which will be available for Respiratory Care Baccalaureate Degree students. Early Alert is a software solution that allows faculty to send communications to specific departments. Early Alert has options for the faculty to select indicating the concern such as absences, low test scores, etc. Faculty may use this product any time during a semester. When departments receive the e-mail alerts from this system, the staff calls the student and provides referrals to academic and/or support services.”

Financial Aid: “The Student Financial Services Office is dedicated to assisting students through the financial aid process in the most effective and friendly manner possible. Student Financial Services strives to communicate with each student to respond to all financial aid requests. Students meet with financial aid staff to ensure compliance if over a certain unit level, monitor satisfactory academic progress for successful program completion, and verify the existence of each students’ education plan. Financial aid services information is available online.”

The institution uses similar methods (e.g. online and paper catalogues) to market itself with regard to DE/CE courses. Community Education has its own electronic and paper catalogue that is available to the community to meet the lifelong learning component of the MJC Mission. Distance Education courses that are part of the regular instruction are not publicized differently than traditional face-to-face courses, for as a whole MJC treats these modalities the same. There is a helpful presentation of retention and success available on the Research and Planning site where online courses and face to face courses are presented as a comparative trend analysis (5-year, Fall 2011 to Fall 2016).  (<http://www.mjc.edu/general/research/mjcsuccesstrendsonline2011-2016fall.pdf>)

Analysis and Evaluation:

Modesto Junior College provides complete and accurate information to prospective and current students. In this way, at a very early stage, the institution lays the foundation for the students’ experience for the duration of their programs. Cyclical review of both the college catalogue and the website offer opportunity for the institution to keep content up to date. Even when the catalogue has gone to print, periodic addenda are posted as necessary to the college website so students have the most up to date information available. Recent addition of two researchers to the college Research and Planning Office has allowed for the presentation of readily accessible information about courses, departments, programs and services. The accessible nature of this data has positively impacted many areas and exemplifies the institution's commitment to gathering, analyzing, and sharing data with all of its stakeholders.

**Standard I.C.2**

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.*

Evidence of Meeting the Standard:

Modesto Junior College offers the catalogue in both print and online formats. The online catalogue is found on the MJC website just 2 clicks from the homepage. <http://www.mjc.edu/instruction/catalog.php>  The website helpfully breaks the catalogue out into sections that assist stakeholders with finding pertinent information. There is an annual revision process to ensure that all information in the catalogue is up to date (see appendix ???).(insert graphic from Letitia that outlines catalog review and revision process) In brief, the process is as follows:

1. Curriculum is created and modified then forwarded as proposals to the Curriculum Committee
2. Curriculum Committee reviews and approves curricular proposals
3. Curriculum Process Specialist updates curricular and general information
4. Content experts across the campus review and update general catalogue information
5. Graphic arts specialists prepares for printing
6. GE Breadth course approvals arrive from CSU and UC
7. Catalog posted to the Internet and sent to print
8. Priority registration begins
9. Printed catalogs available for purchase in the college bookstores
10. (If Needed) Catalog Addendum production /posting to internet

This process involves all stakeholders in the campus community. Faculty are responsible for the curricular piece, and classified staff and administration review all of the process and procedural components and send updates, revisions, and edits to the office of instruction for inclusion in the new edition. (Catalogue review process graphic from Letitia and Heather)

Electronic addenda to the catalogue are posted as needed on the MJC website. This ensures that the latest curriculum approvals are received and students and stakeholders are aware of the latest curricular and program information. (Addenda to catalog website)

Analysis and Evaluation:

The catalogue review process at MJC is well organized and thorough. It ensures the latest and most accurate information is available to all stakeholders.

**Standard I.C.3**

*The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.*

Evidence of Meeting the Standard:

During the ACCJC site visit that occurred in 2011, the team arrived at a finding that states: “The team recommends the college attain the level of proficiency according to the ACCJC Rubric for Student Learning Outcomes by 2012. The college must ensure that faculty members differentiate between course learning outcomes and course objectives. It must also establish clear standards for assessing course learning outcomes that will inform course-level curricular and pedagogical improvement. In addition, the college must complete its development of outcomes at the program and institutional levels. The college must demonstrate that it assesses the outcomes and uses them in college decision making processes to improve institutional effectiveness. The college must create venues to maintain an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes. Student Services must develop and implement student learning outcomes, establish systems of assessment to make improvements in the delivery of its programs and services, and communicate to students these learning outcomes.” (MJC Follow Up Report 2013 page 17) In response to that finding, the Outcomes Assessment Workgroup (OAW) was formally established with its mission, charges, and assessment timeline being approved through the Academic Senate. (Minutes - Academic Senate 6/21/2012)

The OAW serves an important function on campus. The representatives from each area and division assist in the training, organization, and reporting of assessment data at course and program level. The method by which this data is reported has evolved through continuous quality improvement processes. What used to be reporting via Excel spreadsheet into CurricUNET, is now being accomplished through use of eLumen software. As assessment processes have strengthened, CTE and traditional assessment schedules have been aligned on a two-year cycle. (insert cycle visual, Senate and College Council minutes) This new schedule allows for two iterations of assessment and program review to better inform the five-year curriculum update. (OAW website with cycle updates NITA)

Training for the migration into eLumen began in the fall of 2015, and it continues today. (Nita’s training emails, training videos, canvas shell) As proof of the institution’s commitment to the continuous quality improvement process, the OAW faculty coordinator began 100% reassigned time in spring 2016 to facilitate the migration and completion of assessment data reporting. Furthermore, part-time faculty receive a stipend for participating in eLumen training.

The processes, schedules, and evidence of discussions are all publicly posted and accessible for constituent review and use. Some important links are listed below:

* [Handbook](http://www.mjc.edu/instruction/outcomesassessment/documents/slo_manual_2013.pdf)
* [The Basics](http://www.mjc.edu/instruction/outcomesassessment/elumen_basics.pdf)
* [Five-year Schedules](http://www.mjc.edu/instruction/outcomesassessment/5yearcourselearningoutcomescloassessmentscheduledbydisc.php)
* [Workgroup](http://www.mjc.edu/instruction/outcomesassessment/workgroup.php)
* [Workgroup Discussions](http://www.mjc.edu/instruction/outcomesassessment/oawagendas_minutes.php)
* [eLumen: New database (began transition in fall 2015](http://www.mjc.edu/instruction/outcomesassessment/elumen.php))
* [Newsletter on Outcomes Assessment](http://www.mjc.edu/instruction/outcomesassessment/oaw_newsletter.php)
* [Outcomes Assessment results used to be stored in CurricUNET](http://www.curricunet.com/mjc/search/outcome/): Public can search the results and reflections of outcomes assessments by course. We’ve now moved to eLumen, and though currently, only employees have access to eLumen, we’re trying to use the report-generating system within the database to inform our community of the aggregated results.

Publicizing Outcomes-Assessment Data & Analyses internally and externally:

**Internally**:

·         Within eLumen, we have the report generating and sharing function.

o   Information can be shared between faculty members by playing a variety of roles such as course coordinator (oversees a set of courses such as all sections of ENGL 101), department coordinator (oversees all courses within the department), division coordinator (oversees the whole division—this is usually a faculty rep and the dean), and the SLO coordinator (known as Data Steward) who oversees the entire school—curricular and co-curricular services).

·         We have the reflection template to store, view, and share our reflections on student learning

·         Faculty members have the ability and the freedom to discuss their student data and student learning reflections at the course level or the departmental level or the program level. This is sometimes achieved in department meetings

**Externally**:

·         College plans to have assessment mapping days or assessment discussion days, where faculty can come together and discuss their findings about student learning.

·         The analyses and discoveries will be documented and publicized on the Assessment site in the form of videos and documents.

With regard to the baccalaureate degree, the same processes are followed as for the AS/AA/Certificate courses, and once the program begins delivery of coursework, then assessment will begin.

Analysis and Evaluation:

MJC Communicates results of success, retention, and completion through common avenues such as the Scorecard, ACCJC annual reports, and also on the MJC Research and Planning website. Information that correlates regarding career planning and corresponding wages is also available when exploring CTE programs.

The current practice is for analysis of assessments to be communicated through program review; however, once migration to eLumen is complete, there will be new avenues for standardized reporting and dissemination of assessment results and analysis.

**Standard I.C.4**

*The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.*

Evidence of Meeting the Standard:

To clearly communicate with stakeholders, MJC describes its certificates and degrees in terms of content, course requirements, and expected learning outcomes are readily accessible. Course descriptions and CLOs are available in the online catalogue, print catalogue, class search on PiratesNet, and on individual course syllabi. MJC’s catalog offers information about degrees and certificates, itemizing a list of degrees and certificates offered at MJC, which refers stakeholders to the appropriate section of the catalog where a more extensive description can be found. MJC is in the process of posting maps through the majors which guides in the sequence of the courses. For many degree programs, the foundation of these maps is the Associate Degree for Transfer (ADT).  In compliance with ACCJC Standards, MJC’s expectation is that course syllabi contain CLOs and are submitted each semester to the respective division office. Faculty have the ability to post their syllabi electronically on their publicly accessible faculty page. (faculty directory home page) In addition, all course sections have an automatically generated Canvas shell in which syllabi may be posted privately. To further ensure that all students have access to their course syllabus, faculty make syllabi available on the first day of class.

For courses taught in the online modality, syllabi are posted in the LMS that supports the course. Students have access to the information there, as well as through contact with the department and division offices. MJC ensures that courses are taught with CLOs in mind by adhering to the cycle of assessment posted on the OAW website.

For the baccalaureate in respiratory care, the program website contains links to schedules, courses, and program requirements. Course learning outcomes are available on CurricUNET, eLumen, and also in the class search feature on PiratesNet.

Analysis and Evaluation:

The institution has established processes and procedures for the collection, storing, and distribution of information regarding program certificate and degree schedules, courses, and learning outcomes. This information is readily available to stakeholders and easily accessible. The institution is establishing a pathways workgroup, according to the Educational Master Plan, and this workgroup’s task will be to promote, cultivate, and oversee the completion of pathways at MJC. This initiative alone will go far to describing certificates and degrees in terms of courses, sequence, and learning outcomes.

**Standard I.C.5**

*The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.*

Evidence of Meeting the Standard:

Institutional policies, procedures and publications are regularly reviewed to assure integrity in its representations of mission, programs, and services. The catalog is the primary source of this information, and it undergoes an annual review and update. The annual catalog update and addenda offer opportunities for the most recent changes to be communicated to all stakeholders. (Catalog website) To offer holistic student support, the institution provides a list of services to assist with extracurricular needs. These services are not only reflected in brochures around campus but can also be found in the catalog and on our website. (BIT website, catalog page 76-88)

The college participates in District Council which reviews district policies and procedures according to a schedule. This monthly meeting is comprised of representatives from the Academic Senates, YFA, and management, and at this meeting, recommended changes are vetted by the constituent groups.

Analysis and Evaluation:

The annual catalog review and publication of later addenda offer ample opportunity for constituents from across campus to vet the changes and updates made to policies and procedures. The completion of the annual update ensures that the information included is the most timely and accurate so students can meet their educational goals.

**Standard I.C.6**

*The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.*

Evidence of Meeting the Standard:

Modesto Junior College informs students of the total cost of education in multiple ways. For the student seeking a degree or transfer, the information regarding cost of tuition, fees, and the breakdown of costs is found on the Business Services website. For students seeking a 12-month (or less) certificate, the Gainful Employment data (which includes total cost of certificate) is found on the MJC Gainful Employment website. As students register for classes and purchase textbooks, the costs of the required texts are found on the Pirates Bookstore website by course and section number. In addition, the MJC Course Catalog outlines the costs and fees (p. 47 ff).

Analysis and Evaluation:

All of the required information is available; however, MJC is striving to make this information more readily accessible to students through online access. Detailed attention has been paid to the total cost of enrollment for certificate programs, and this is helpful for students who are pursuing those certificates. By using the framework for information offered for the certificates and applying it to the degree and transfer programs, MJC will more fully inform students of the total cost of education.

**Standard I.C.7**

*In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.*

Evidence of Meeting the Standard:

Modesto Junior College embraces the ideals of academic freedom and integrity. On June 28, 2004, the Yosemite Community College Board of Trustees adopted BP4030 which states:

Recognizing that academic freedom is essential tot he pursuit of truth in a democratic society, the disctirct adheres to the following principles:

Faculty shall be free:

1. ...to examine unpopular or controversial ideas to achieve course learning objectives, in discussion with students, and in academic research or publication
2. ...to recommend the selection of instructional materials.
3. ...to make available library books and materials presenting all points of view.

While faculty have the right to present ideas and conclusions, which they believe to be in accord with available evidence, they also have the responsibility to acknowledge the existence of different opinions and to respect the right of others to hold those views.

When District employees speak or write as citizens, care should be taken to avoid the representation of any personal view as that of the District or its Colleges.

**References:**

Title 5, Section 51203; Accreditation Standard II.A.7 (Title 5:<https://govt.westlaw.com/calregs/Document/I6A03BB50B6CB11DFB199EEE3FF08959C?viewType=FullText&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default)>)

In addition to the Board Policy, there is an Academic Freedom statement in the course catalogue on p. 16 (reiterated on p. 356) which states:

Students have the right to listen, the right to decide, the right to choose, the right to reject and the right to express and defend individual beliefs. As members of the MJC community, students are encouraged to develop the capacity for critical judgment and to engage in a sustained and independent search for truth.

The educational purpose of the college is best served by this freedom of expression. Students are free to take reasoned exception to the data or views offered in any course of study and to reserve judgment about  matters of opinion, but they are responsible for learning the content of any course of study for which they are enrolled. Student performance will be evaluated on a broad academic basis, not on opinions or conduct in matters unrelated to academic standards.

These standards within the district and college are consistent amongst courses regardless of modality. To ensure that DE/CE courses are mindful of Academic Freedom, faculty are trained in best practices and encouraged to embed a standardized “Start Here” module for online courses that teaches students about Academic Freedom and “Netiquette”. This fosters an atmosphere that promotes and sustains Academic Freedom.

Analysis and Evaluation:

Consistent and clear communication of policies regarding Academic Freedom promotes the atmosphere the institution values.

**Standard I.C.8**

*The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.*

Evidence of Meeting the Standard:

At both the district and college level, there are policies and procedures that govern honesty, responsibility and academic integrity. Not only do these policies exist for students, but also they exist for faculty. At the district level, Board Policy 5-8051 addresses academic freedom for students and corresponds with Education Code Sections 76067, 76120. Board Policy 5500 addresses standards of student conduct on campus and in the classroom, designed to promote a healthy learning environment. Board Policy 4030 delineates the academic freedom that faculty have and separates their roles as agents of the district/college and private citizens. The MJC Catalog also clearly delineates policy on Academic Integrity (p. 357) and the Student Code of Conduct (p. 358). Both the YFA and CSEA contracts speak to professional behavior and the promotion of a civil workplace. The YFA and CSEA contracts also explicate processes for discipline consequent to unethical behavior.

Analysis and Evaluation:

Modesto Junior College and the Yosemite Community College District have established and published clear policies and procedures that promote honesty, responsibility and academic integrity. These policies are reviewed periodically and are in place to promote a healthy working and learning environment.

**Standard I.C.9**

*Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

Evidence of Meeting the Standard:

While recognizing and respecting the qualifications of faculty and their respective well-considered thoughts and ideas, the institution recognizes that a certain standardization is in the best interest of students. To that end, for each approved course, there is an approved Course Outline of Record that indicates the scope of material that must be covered in any given semester. This COR defines parameters for the course as a minimum, thus ensuring that students have similar experiences in similar courses. Another avenue by which academic integrity and quality are ensured is through the enforcement of Board Policies 4030 and 4-8067. BP 4030 outlines Academic Freedom and explains the rights and responsibilities of faculty both in and out of the classroom. BP 4-8067 addresses Sectarian, Partisan, or Denominational Teaching, and ensures that religions will be respected in the learning environment, explored freely as academic subjects, but will not respect one religion over another, nor will there be official promotion of one religious service over another by the district.

Analysis and Evaluation:

Academic Freedom is a mainstay of the American Educational System, and as such is highly revered and protected. It is the privilege of faculty to guide students through exploration while presenting in detail varying viewpoints. One way that faculty and administration ensure that there is a delineation between personal conviction and professional responsibility is through the evaluation process. Part of the evaluation criteria is that the professor is on track to complete the course outline of record in the semester. To address that criteria, there is exploration into several facets that strongly promote an open approach to teaching, one of which is adherence to the course outline of record.

**Standard I.C.10**

*Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.*

Evidence of Meeting the Standard:

Unlike educational institutions that have affiliation with a particular religious or political group, Modesto Junior College is a public institution that does not promote a singular world-view or code of conduct. The institution and district adhere to principles of civility and tolerance, and these principles are laid out in the Student Code of Conduct found in the student handbook, college catalog, and website as well as in Board Policies (5500 - Student Code of Conduct; 3050 - Institutional Code of Ethics; 4030 - Academic Freedom; 4-8066 - Nondiscrimination in Instruction; 4-8067 - Sectarian, Partisan, or Denominational Teaching). In addition, the YFA Contract provides a professional ethics statement to guide faculty in their daily work on campus.

Analysis and Evaluation:

Expectations for behavior for all members of the MJC community are clearly explicated and accessible. Should there be any violation of these policies, there are procedures laid out for filing a complaint or grievance in order to seek solutions to any issues.

**Standard I.C.11**

*Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.*

Evidence of Meeting the Standard:

MJC does not operate in any foreign locations.

Analysis and Evaluation:

**Standard I.C.12**

*The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.*

Evidence of Meeting the Standard:

As a Community College, MJC is entirely accountable to the community it serves, the students in its service area, and all stakeholders involved in campus life. Part of this responsibility is transparency with regard to accreditation matters, and the institution complies by making public our accreditation documents. The Accreditation Council website is home to links that detail past accreditation documents, ACCJC communications, substantive change reports, annual reports, data and evidence, the 2017 accreditation process, and the educational master plan. This publicly accessible site allows any interested party access to institutional data, information, and reporting.  In addition to this site, the institution reports data to the CCCCO for our scorecard for basic skills, SSSP and Equity metrics, and CTE data.  From this dashboard, MJC’s information sits side-by-side with the other California Community Colleges.

Analysis and Evaluation:

Modesto Junior College complies with all federal and state regulations with regard to transparency of information about accreditation, institutional effectiveness, and educational quality.

**Standard I.C.13**

*The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.*

Evidence of Meeting the Standard:

Analysis and Evaluation:

**Standard I.C.14**

*The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.*

Evidence of Meeting the Standard:

Modesto Junior College is a publicly funded institution and is part of the California Community College system, following the guiding mission. All governing documents from the Strategic Plan and its goals, to the SSSP and Equity Plans, to the Educational Master Plan prioritize student learning and achievement above other fiscally related goals. Looking at the Resource Allocation Council’s guiding principles for allocating fiscal resources, one sees that the guiding principles begin with student learning. It is important to note that resources are allocated using criteria such as completed program reviews, completed student learning assessments, utilization of data to improve student learning, etc. all of which point to a focus on student learning and achievement.

Analysis and Evaluation:

It is clear in MJC’s mission and other governing documents that we are not a “for-profit” institution; therefore, the only financial obligation the institution faces is to be solvent. This removes pressures of generating financial returns for investors, etc. MJC’s priorities are well documented in the EMP, SSSP, and Equity Plans, exemplifying that student learning is first priority.